

~~SECRET~~

DD/S 58-3890

Approved For Release 2002/06/10 : CIA-RDP61-00017A000400020001-9

~~CONFIDENTIAL~~

NO CHANGE in CLASS. ☐

☐ DECLASSIFIED

Class. CHANGED TO: ☐

DDA Memo, 4

Auth: DDA REG. 777

250178

QUESTIONS REGARDING OFFICE OF TRAINING 1953-1956

Prepared by Historical Staff of O/DCI

A. Organisation problems

1. What were the consequences of the transfer of OTR from O/DCI Feb. 16, 1955?
2. During the period under discussion what happened to the proposal to merge OTR and the Office of Personnel?
3. What happened to the proposal for an Action Operations Unit?
4. What progress was made in overseas training of indigenous personnel?
5. How successful were the Training Liaison Officers during the period in scheduling students and planning training needs?
6. What has been the role of OTR in the JOT program? How have responsibilities been divided between OTR, Office of Personnel, and operating divisions?
7. What role did OTR have in career development planning during the period? What progress was made in OTR's own career development program?

B. Planning

8. What methods were used during the period to anticipate training needs? What progress was made in manpower planning?
9. How have the training quotas operated (started Oct. 1954)? How were persons made available for training before the quota system?
10. What were the greatest training needs (shortages of trained personnel) during the period? What steps were taken to relieve these shortages? What explanations are there for these shortages?
11. Were there changes in the attitudes of operating officials toward training during this period? How were they brought to consider future needs for trained personnel as against present immediate operating needs?

C. Reports and Records

12. What kind of control statistics are available on, say, an annual basis? Number of students by itself is not too significant a figure. Student-days or weeks would be more useful. (A student may be a student at a day orientation conference or he may be taking a 17 week course at [redacted] What is the teaching load of instructors? Are not the instructors greatly overworked [redacted] where there has been a shortage of instructors? What proportion of instructors are obtained from [redacted] offices?

~~SECRET~~

25X1

25X1A

25X1A

25X1A

25X1A

~~SECRET~~

~~CONFIDENTIAL~~

(It would be useful to have student-days analyzed by office, external and internal courses, by type of course.)

13. What happened to Weekly Summary Reports after May 18, 1956?
(Date of last report appearing in O/DCI/ER.)

14. Have Annual Reports of OTR been prepared since report for calendar year 1952? (Only Annual Report found in O/DCI/ER.)

D. Courses

15. What were the important developments in training for DD/P?
For DL/I? for DD/S?

16. How was management training developed during the period?

17. What have been the consequences of the establishment of the School of International Communism? (Aug. 1956).

25X1A

19. How was the area approach developed?

20. What were the important developments in language training?

21. What were the developments in PM training?

E. Evaluation

22. What has been done to evaluate the success of training during the years 1953-1956? Increased proficiency in language training can be measured fairly objectively. The acquisition of skills in PM training can also be measured. Training for some types of operations would be very difficult to evaluate. Have studies been made of relationship of fitness reports to training taken? Between fitness reports and assessment and evaluation reports? What use has been made of evaluations by students?

AaE

23. What were the activities during the period of the Assessment and Evaluation staff? How many and what kind of personnel were assessed?

AaE

F. Methods

24. What progress was made during the period in developing training materials? Doctrine? Training methods? Case histories? Debriefing of returnees?

25X1A

~~SECRET~~

~~CONFIDENTIAL~~